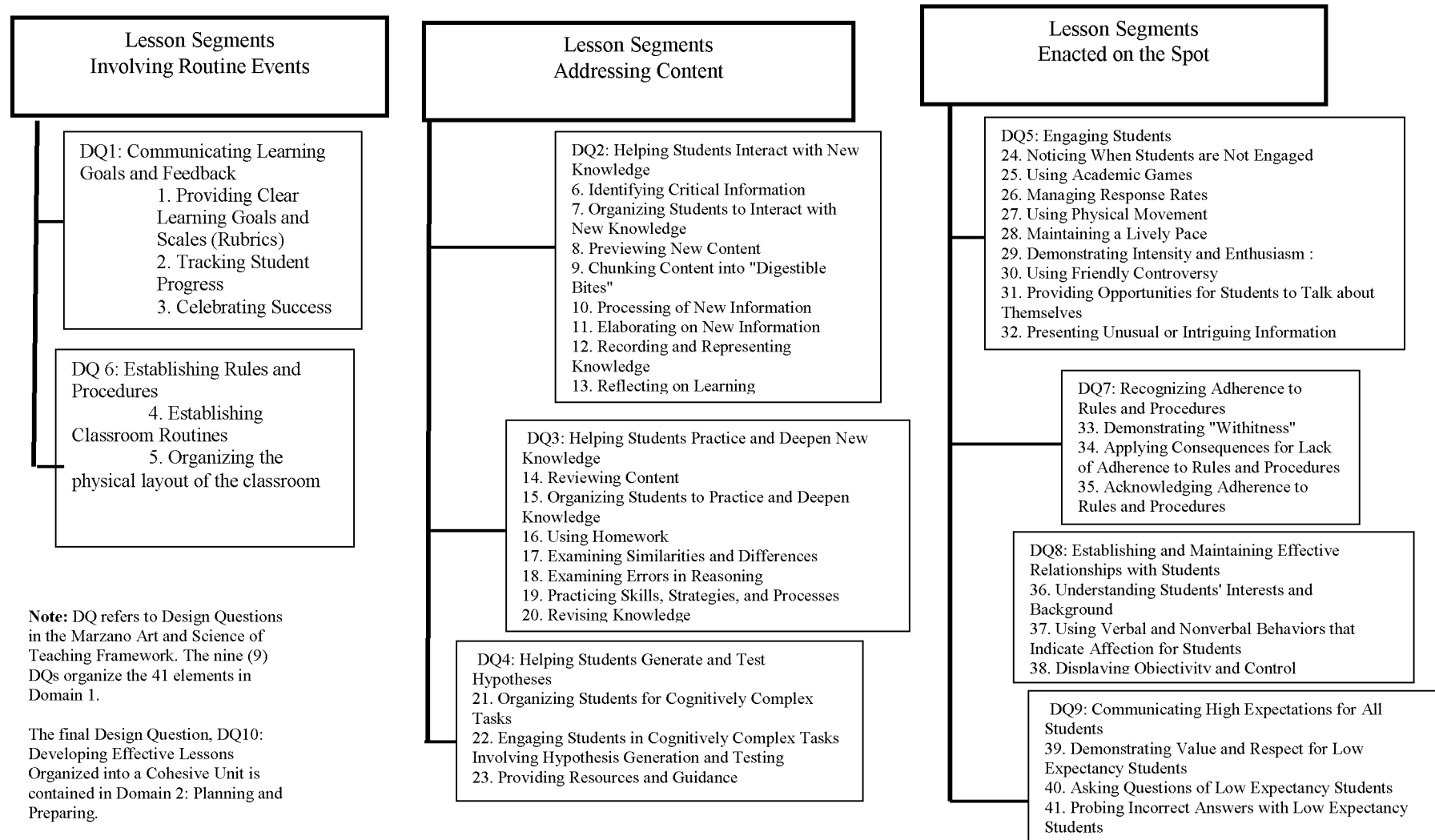


# Marzano Art and Science of Teaching Framework Learning Map

## Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

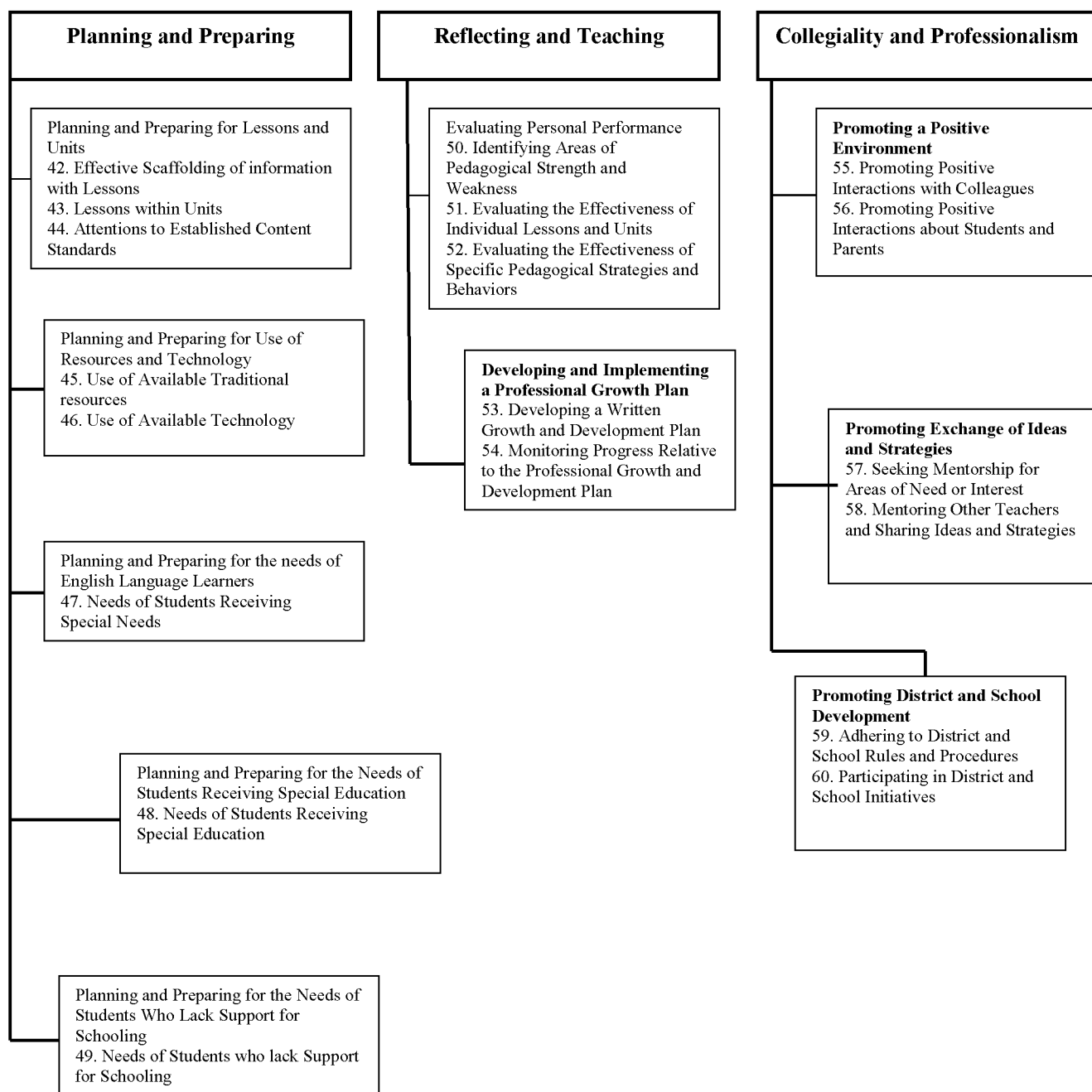


# Marzano Art and Science of Teaching Framework *Learning Map*

## Domain 2: Planning and Preparing

## Domain 3: Reflecting and Teaching

## Domain 4: Collegiality and Professionalism



**Domain 3 – Instruction/Counseling**

- Identify Areas of Concern by Specific Component:  
(If there are none, write NONE.)
- Target Dates/Timeline:  
(Ensure that timeline is clear and realistic.)
- Specific Evidence of Progress/Improvement as Related to Each Identified Component:
- Additional Training/In-Service:  
(Identify specific training or staff development activities necessary to achieve the desired progress or improvement.)

**Domain 4 – Professional Responsibilities**

- Identify Areas of Concern by Specific Component:  
(If there are none, write NONE.)
- Target Dates/Timeline:  
(Ensure that timeline is clear and realistic.)
- Specific Evidence of Progress/Improvement as Related to Each Identified Component:
- Additional Training/In-Service:  
(Identify specific training or staff development activities necessary to achieve the desired progress or improvement.)

Summary:

Teacher \_\_\_\_\_

Date \_\_\_\_\_

## **ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN FOR CERTAIN TEACHERS SUBJECT TO EDUCATION LAW §3Q12-c BERKSHIRE UNION FREE SCHOOL DISTRICT**

### **I. INTRODUCTION**

- A. Any existing and previously-approved Annual Professional Performance Review ("APPR") procedures pursuant to Section 100.2(o) of the Rules and Regulations of the Commissioner of Education ("Commissioner's Regulations") remain in effect for teachers and principals who are not subject to Section 3012-c of the New York State Education Law (the "Education Law").
- B. Beginning with the 2011-12 school year, this APPR Plan ("Plan") shall apply to all classroom teachers of common branch subjects or English Language Arts or Mathematics in grades 4 to 8 and all building principals of schools in which such teachers are employed.
- C. Nothing in this Plan shall be construed to affect the right of the Superintendent and the Board of Education to terminate a probationary teacher or principal or restrict the discretion of the Superintendent and/or the Board of Education to make a determination on the status of a probationary teacher or principal and/or to deny tenure. In addition to the achievement and performance assessed pursuant to this Plan, other criteria and factors will be used in making employment decisions.
- D. Nothing in this Plan shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on July 1, 2010 during the term of such agreement and until entry into a successor collective bargaining agreement, provided that notwithstanding any other provision of law to the contrary, upon expiration of such term and the entry into a successor collective bargaining agreement, all the provisions of Education Law §3012-c and the Commissioner's Regulations shall apply.
- E. This Plan shall be in effect for the 2011-12 school year. The Plan will be continually amended as additional information from the State of New York is forthcoming, and/or, as items are determined or negotiated pursuant to relevant New York State Law and Regulations.

### **II. AVAILABILITY OF DISTRICT'S APPR PLAN**

The District will file the APPR Plan in the District Office and make the APPR Plan publicly available on its website by September 10n of each year, or within 10 days of the APPR Plan's adoption, whichever is later. Any required certifications shall be filed and maintained with the Plan. Upon approval by the Board of Education, the Board clerk will file a hard copy of the approved Plan for public review and inspection in the Office of the Superintendent of Schools, during normal and customary business hours. In addition, upon approval by the Board of Education, the Board clerk will arrange to have the approved plan posted on the Districts website ([www.berkshircfarm.org](http://www.berkshircfarm.org)).

### **III. TRAINING OF EVALUATORS AND LEAD EVALUATORS**

A. The duration and nature of the training the District will provide to evaluators: Evaluators will be trained by the BOCES Network Team.

At this point, the exact duration and nature of the training for evaluators is unknown. The District's intent is to base all such training upon the recommendations of New York State, as delivered by the BOCES Network Team.

Note: At this time, district administrators have attended 2 days of initial training as of August 2011.

**B. The duration and nature of the training the District will provide to lead evaluators:**

At this point, the exact duration and nature of the training for lead evaluators is unknown. The District's intent is the base all such training upon the recommendations of New York State, as delivered by the BOCES Network Team.

Note: At this time, district administrators have attended 2 days of initial training as of August 2011.

**C. The District's process for certifying lead evaluators:**

Upon successful completion of appropriate training, as defined by the BOCES Network Team, the District will consider the lead evaluators certified. Upon completion, the Superintendent of Schools, shall notify all certified evaluators of their status. A copy of such certification will be placed in each evaluator's personnel file.

**D. The District's process for ensuring that lead evaluators maintain inter-rater reliability over time:**

(1) Data analysis to detect disparities on the part of one or more evaluators;  
(2) Periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal.

**E. The District's process for periodically recertifying all lead evaluators**

Lead evaluators will be re-certified by the BOCES Network Team. The process and timeline for re-certification is yet to be determined.

### **IV. TEACHER EVALUATIONS (All Teachers subject to this Plan shall be evaluated annually)**

The District's method of measuring a teacher's composite effectiveness score shall be determined in accordance with Commissioner's Regulations (Subpart 30-2). Generally speaking, the total effectiveness score is determined out of 100 points, which is the sum of the three subcomponent scores, (1) student growth on State assessments or other comparable measures; (2) locally selected measures of student achievement; and (3) other measures of teacher effectiveness.

**A. The District's method of measuring student growth on state assessments:**

The District shall use the following scoring methodology for the assignment of points to the student growth subcomponent, which shall comprise 20% of the teacher's composite effectiveness score in accordance with Commissioner's Regulations (Subpart 30-2): **Score on Student Growth Subcomponent Rating** 18-20 Highly Effective 12-17 Effective 3-11 Developing 0-2 Ineffective

**B. The District's method of measuring student achievement on local assessments:**

The District shall use the following scoring methodology for the assignment of points to the student growth subcomponent, which shall comprise 20% of the teacher's composite effectiveness score in accordance with Commissioner's Regulations (Subpart 30-2): **Score on Student Achievement Subcomponent Rating** 18-20 Highly Effective 12-17 Effective 3-11 Developing 0-2 Ineffective

**C. The District's method of measuring teacher effectiveness:**

Sixty points of a teacher's composite effectiveness score are based upon multiple measures of teacher effectiveness, with at least 40 of the 60 points based on multiple (at least two) classroom observations. A teacher's performance on this subcomponent must be assessed based upon a teacher practice rubric approved by SED.

1. The name of the approved teacher practices rubric that the District uses to measure teacher effectiveness based upon multiple classroom observations. **Marzano's Causal Teacher Evaluation Model (40 Points)**
2. The District's method of measuring teacher effectiveness based on other criteria.
  - **Structured review of student work (15 or 20 Points)**
  - **Teacher artifacts using portfolio or evidence binder processes (15 or 20 Points)**
  - **Feedback from other teachers using structured survey tools (15 or 20 Points)**
  - **Teacher self-reflection and progress on professional growth goals (5 Points)**
3. The District shall use the following scoring methodology for the assignment of points to the teacher effectiveness subcomponent, which shall comprise 60% of the teacher's composite effectiveness score in accordance with Commissioner's Regulations (Subpart 30-2):

Score on Teacher Effectiveness Subcomponent

If the teacher's overall performance and results **exceed** the New York State

Teaching Standards

If the teacher's overall performance and results **meet** the New York State

Teaching Standards

If the teacher's overall performance and results **need improvement** to meet the

New York State Teaching Standards

If the teacher's overall performance and results **do not meet** the New York State

Teaching Standards Ineffective

D. Data will be exported to the State's data warehouse in a form and by a process prescribed by the Commissioner of Education, in accordance with State Department of Education protocols and timelines and/or those of the Northeastern Regional Information Center. Additional training and direction will be forthcoming once all specifics are known.

## **V. TEACHER IMPROVEMENT PLANS AND THE APPEAL PROCESS**

A. The pre-conference will take place not more than five school days prior to the date of the observation. The administrator will make every effort to observe on the identified date and period. If unforeseen circumstances arise preventing this; however, the administrator will notify the bargaining unit member of an alternate date within the next three school days. A post-observation conference will be held within five school days after the observation. Both parties will tentatively complete the rubric and rate the bargaining unit member on all criteria. During the conference, the parties will discuss their responses and will collaboratively arrive at an assessment of the unit member's performance and generate suggestions for future growth. Within five school days after the post-conference, the administrator will provide the bargaining unit member with a copy of the scoring rubric and his/her scores in each area, along with a narrative summary of the major professional goals and strategies identified in the post-conference.

B. Teacher Improvement Plans may be necessary to direct the development of individual instructional skills and professional growth when there are apparent uncorrected deficiencies. Deficiencies for teachers are first identified in the evaluation framework and discussed in the post-observation or evaluation session with the administrator. A Teacher Improvement Plan may be implemented when significant progress toward addressing concerns as specified in the Teacher Improvement Plan document is not made in a reasonable amount of time.

### **C. The process by which the District will handle appeals of a teacher's annual professional performance review**

1. Within 10 business days of receiving an appeal the Superintendent will convene a subcommittee of the PLC Steering team to review the appeal. Within 5 days of receiving an Appeal, a recommendation will then be made to the Superintendent where the Superintendent will have the final determination of the appeal.

## **VI. OTHER REQUIREMENTS FOR THE DISTRICT'S APPR PLAN**

A. SED has issued detailed guidance on the collection and reporting of teacher and course data in the Student Information Repository System ("SIRS"). New data will have to be collected from school districts to ensure that raw student data will be attributed to that student's "teacher of record" and that student's "building principal" for the purposes of the APPR.

### **B. Ensuring Accurate Teacher and Student Data**

1. The District shall provide accurate data to the State Education Department (the "SED") in a format and timeline as prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher to verify the subjects and/or student

rosters assigned to him/her. Teachers will be given a minimum of three days prior to transmission to the state to review the courses and/or student rosters assigned to them.

2. The District shall provide accurate data to the State Education Department (the "SED") in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher and principal/instructional administrator to verify the subjects and/or student rosters assigned to him/her. The Chief Information Officer shall be designated as the Data Coordinator who shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

### **C. Development, Security and Scoring Assessments**

1. The District shall develop assessments, and shall ensure security and scoring processes in a manner that ensures that any assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcomes of the assessments they score.
2. Local assessments will be developed by a 3rd party vendor that is authorized by the NYSED. These assessments will be delivered to students electronically and the contents of the assessments will not be made available to anyone prior to administration. State exams will be stored and disseminated in accordance with the NYSED guidelines. All assessments will be proctored and scored by a teacher who does not have a vested interest in the outcome of the assessment.